THE EFFECTIVENESS OF BEHAVIOR THERAPY WITH A POSITIVE REINFORCEMENT APPROACH TO ACADEMIC PROCRASTINATION OF DEAF STUDENTS

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ABSTRACT

The reaserch aims to find out the effectiveness of behavior therapy with a positive reinforcement approach on reducing academic procrastination of deaf students at SMPLB Negeri Pembina Palembang. The research method is a quantitative pre-experimental research design with a one group pre-test post-test design. The subjects of this research were determined using a purposive sampling technique (N = 15) all of whom were deaf youth at SMPLB Negeri Pembina Palembang. To measure the level of academic procrastination used procrastination scale by Qomariyah (2016). The data analysis technique used the Paired Sample T-Test through SPSS. Based on the results of the pretest and posttest, the value of p = 0.002 (p <0.05) was obtained. Thus, it can be concluded that behavior therapy with a positive reinforcement approach has an effect on reducing academic procrastination of deaf students at SMPLB Negeri Pembina Palembang.

INTRODUCTION

Learning activities and doing assignments given by the teacher are routines that every student must experience, but some students are late in doing assignments, and delays in doing assignments are a form of procrastination behavior or what is known as procrastination (Yandri et al., 2021). Academic procrastination is a form of student failure to complete academic assignments until they approach the deadline set by the teacher (Wolters, 2003). Procrastination comes from the Latin "pro" which means pushing forward or moving forward and the ending "crastinus" which means tomorrow's decision. One of the synonyms of the word procrastination is "cunctation", which is suspending or postponing work to be done at another time (Knaus, 2010). Knaus (2010) defines procrastination as: "an automatic problem habit of putting off an important and timely activity until another time. It's a process that has possible consequences."

Academic procrastination is a delay in the tasks given by the teacher such as writing assignments, arithmetic assignments, reading assignments, repeating what is learned in class at home, and attendance in class. Academic procrastination can be interpreted as an attitude of procrastinating on tasks that are done repeatedly on purpose so that they become habits or tendencies. According to Ghufron and Risnawita S, procrastination is the behavior of delaying intentionally and repeatedly by carrying out other activities that are not needed in carrying out tasks (Imam et al., 2022).

Academic procrastination has a negative impact on individuals, namely the amount of time that is wasted without producing anything useful (Harahap, 2021). Any person who is identified with the indicators or characteristics of procrastination can indirectly be called a procrastinator (Turmudi & Suryadi, 2021). Students who procrastinate know that the task at hand must be completed immediately. However, students procrastinate to start working on it (Widyaningrum & Susilarini, 2021).

At present, there are not a few students at the junior high school who have academic procrastination behavior (Hermawan, 2021). Some students postpone doing assignments, delay studying when they are going to face exams, delay completing final assignments, and even choose to do activities that are more interesting than doing their assignments (Mardiani et al., 2021). Feeling lazy to do academic assignments with teachers is one of the triggers for academic procrastination (Farid, 2021). The reason students delay doing assignments is that they feel they are not being watched (Khoirunnisa et al., 2021). According to him procrastinating may seem more fun than improving the ability to do the task (Wulandari et al., 2021). Students tend to deliberately not complete their assignments immediately, but use the time they have to do other activities (Basilisa & Pedhu, 2021). These activities are considered more fun, for example, walking, watching television, and playing with friends to the point of forgetting schoolwork (Astuti et al., 2021).

Academic procrastination behavior is a form of learning boredom (Rozzaqyah, 2021). And is a learning barrier for students (Tresnawati & Naqiyah, 2019). Another reason students have when they do academic procrastination is the lack of support from those closest to them (family and peers) (Chisan & Jannah, 2021). From a cognitive-behavioral point of view, academic procrastination occurs because of the irrational thoughts that individuals have (Abdillah & Fitriana, 2021).

Schraw, Wadkins, dan Olafson (2007) said that several factors cause academic procrastination, it could be due to irrational thinking, for example, "I can do it tomorrow" or "Relax, there is still plenty of time" can also delay because you just want to do something fun instead of doing assignments, for example, "Playing at the mall is more fun than doing the current task". Ferrari et al (1995) said that academic procrastination is a behavior of delaying in doing a given task, academic procrastination can be manifested in certain aspects and indicators that can be measured and observed; certain characteristics are; 1) there are delays in starting or completing work on the task at hand, 2) delays in

doing tasks, 3) time gaps between plans and actual performance, 4) doing other activities that are more enjoyable than doing the tasks that must be done.

This academic dysfunctional procrastination should not occur in the world of education because it has a negative effect on students both now and in the future (Imam et al., 2022a). Academic procrastination will have a negative impact, for example wasting time for free, not giving maximum results, and there is possibility of not completing assignments on time (Fadila & Khoirunnisa, 2021). The results of an empirical study on procrastination conducted by Burns and Wolters explain that the result of delaying something is a loss of time, impaired health, and low self-esteem (Tuaputimain, 2021). Academic procrastination can also make emotions unhealthy because it can cause anxiety, depression, shame, and guilt (Kogoya & Jannah, 2021).

Research in Nigeria reveals that academic procrastination is caused by low motivation, low skills in completing assignments, unable to manage time properly, fear of failure, lack of interest in a lesson, difficulty making decisions (indecision), low resistance to academic problems, low self-regulation, and being influenced by peer pressure (Bojuwoye, 2019). According to Ferrari, the impact of academic procrastination behavior is that time is wasted, assignments are neglected, and work results are not optimal (Nopita et al., 2021). Apart from having a bad impact on students, academic procrastination also has a bad influence on the emotional condition of teachers, teachers at school feel frustrated because they feel this behavior every day (Sari et al., 2022).

Aspects within the individual that influence procrastination behavior include lack of confidence in the ability to complete academic assignments, attention disturbances that make it difficult for individuals to concentrate, weak management or time management, lack of personal initiative in carrying out assignments, and a feeling of laziness and not motivated in completing academic assignments. Of the many factors that cause academic procrastination in individuals, it will have an impact on affective (for example anxiety, anxiety, fear, stress, uncontrolled emotions), cognitive (for example, always remembering tasks), which have not been completed and judge themselves to have failed), behavior (for example submitting assignments late and rushing, lazy to do other assignments), physical (eg fatigue, lazy eating, difficulty sleeping, headaches, and palpitations), academic (eg delayed work, piling up assignments, decreased grades), moral (eg cheating), and interpersonal (for example getting bad ratings from other people, not feeling comfortable with the teacher, and being scolded by the teacher) (Muyana, 2018).

Research conducted by Wulandari et al (2021) in class XI IPS 5 at SMAN 1 Batujajar shows that the factors causing academic procrastination are students not understanding the material delivered by the teacher, not confident in their abilities, not being able to manage time to do assignments with other activities, students feel bored and bored because of online learning at home, lack of attention and motivation to learn from parents, and signal problems, cell phones, and internet quota. Another study conducted by Sabella (2021) in class X SMA Muhammadiyah 1 Palangka Raya showed that there was a

positive influence between the use of devices to play online games on students' academic procrastination behavior. The more often you play online games, the higher students academic procrastination will be.

Academic procrastination affects academic achievement, so academic procrastination is an important thing to deal with because it has a good impact on the students themselves. Causing sub-optimal results and low student achievement. Students do their homework and are late if not contacted immediately enter a slowdown cycle without noticing students becoming hesitant (Islamiyah, 2019). Even if they already know procrastination is bad behavior, they can't get rid of the procrastination problem. Students need more time to complete school assignments, so the time needed to complete them increases.

According to Knaus (2010), one way to overcome procrastination is to do behavioral therapy. Ferrari et al (1995) stated that an approach that can overcome academic procrastination behavior is behavioral therapy with a reinforcement approach. The form of reinforcement is a reward or gift. Even though the behavior of academic procrastination has been overcome, one's behavior is easily lost, for this reason, so that positive behavior does not disappear, maintenance of behavior is needed (Sholikhah et al., 2017)

Martin and Pear (2015) argue that when someone does something in a situation and is directly accompanied by positive reinforcement, then when he encounters the same situation at a later time, he will tend to do that behavior. This means giving positive reinforcement. Research conducted by Nelasari et al (2022) in class XI SMA Dr. Soetomo Surabaya showed that group counseling with positive reinforcement techniques had an effect on reducing student learning procrastination behavior. Therefore researchers will also examine the influence of external motivation on academic procrastination. In this case, the positive reinforcement variable, the researcher wants to see how the effect of giving positive reinforcement to deaf students at SMPLB Negeri Pembina Palembang has on their level of academic procrastination.

Researchers are interested in examining this variable because in a school environment, teachers often provide frequent positive reinforcement in the form of praise and grades, with the hope that this can make students behave according to what the teacher wants, for example when submitting assignments faster than the limit. predetermined time (delaying behavior means being weakened). With this, the researcher wants to see whether giving positive reinforcement which is considered effective for students will make them more motivated and reduce procrastination behavior in completing assignments. Providing positive reinforcement is a better way to motivate than giving punishment to students.

To help overcome the dysfunctional academic procrastination experienced by students, researchers provide behavior therapy with a positive reinforcement approach. According to Corey (2009) Behavior therapy is the application of a variety of techniques and procedures that stem from various learning theories. One of the techniques in behavior therapy is operant conditioning, which is a technique that focuses on establishing,

maintaining or eliminating behavior patterns. And in operant conditioning, there are positive reinforcement techniques, namely techniques to change behavior by giving rewards as soon as the expected behavior appears (Reza, 2022).

This study aims to determine the effectiveness of behavior therapy with the positive reinforcement approach in reducing and changing academic procrastination behavior in deaf students at SMPLB Negeri Pembina Palembang. The use of this research is expected to contribute ideas regarding changing the academic procrastination behavior of SMPLB Negeri Pembina Palembang students.

METHOD

This research is a quantitative research with pre-experimental design. The pre-experimental design used is the One-Group Pretest-Posttest Design. Creswell (2014) revealed that this design includes a pretest followed by treatment and posttest measures for one group.

Group A	01	----	X	----	02

Information
Group A   : Experiment Group
01   : *Pretest*
----X----   : Treatment
02   : *Posttest*

The population in this study were deaf students at SMPLB Negeri Pembina Palembang in 2022. The research collected junior high school students, students from grades 7B, 8B, and 9B with a total of 15 students as the research population.

Of the 15 junior high school students, the researcher determined the respondents who would become the research sample. Because this research uses the experimental method, the sampling technique in this study uses the opinion of Creswell (2015) that the number of respondents in the experimental research is 15 respondents.

The sampling technique for SMPLB students used a sampling technique, namely purposive sampling. The criteria for this research sample are respondents who include: 1) Respondents have a tendency to procrastinate on assignments. Evidenced by the results of data collection using the procrastination scale developed by Qomariyah (2016). Willing to be a respondent in research. Based on the purposive sampling technique and criteria used in determining the number of samples, this study met the criteria with 15 participants as respondents.

The variables in this study are divided into two, namely as follows:
Independent Variable (Vx)   : Behavior Therapy
Dependent Variable   (Vy)   : Academic Procrastination

Vx (Behavior Therapy)   >>>   Vy (Prokrastinasi Akademik)

The scale used in this study is the academic procrastination scale developed by Qomariyah (2016) which reveals 4 factors of academic procrastination consisting of 23 items. Explanation of measurements in this study in detail as follows:

Table 1. Blue Print Sleep Quality Scale

No.	Dimensions of Academic Procrastination	Item Distribution Number	Total items
1	*Perceived time*	1, 2, 3, 4, 5, 6	6
2	*Intention-action*	7, 8, 9, 10, 11	5
3	*Emotional distress*	12, 13, 14, 15, 16, 17	6
4	*Perceived ability*	18, 19, 20, 21, 22, 23, 24, 25	8
	Total Items :		25

In this measurement tool, each uses a Likert scale with 5 answer choices (Strongly Agree SS, Agree S, Neutral = N, Disagree = TS, and Strongly Disagree = STS). On the favorable item, the score for strongly agree = 5, agree = 4, neutral = 3, disagree = 2, and strongly disagree = 1. Meanwhile, for the unfavorable item, the score for strongly agree = 1, agree = 2, neutral = 3, not agree = 4, and strongly disagree = 5. This academic procrastination scale is a valid and reliable instrument validity index for measuring academic procrastination assessments because the academic procrastination measuring instrument has a value between 0.305-0.794 with a Cronbach Alpha of 0.893 (Qomariyah, 2016).

The intervention provided in this study is behavior therapy with a positive reinforcement approach. The positive reinforcement technique that we provide is in the form of external rewards in the form of gifts or food given to respondents, and researchers also provide emotional rewards in the form of smiles and care. The provision of behavioral therapy interventions was carried out when the respondent; 1) have completed the task given by the teacher, 2) have completed the pretest, 3) have completed the posttest. This intervention was carried out in three meetings.

This research lasted for two months from October 2022 to November 2022. It consists of the stages of research preparation, research implementation, data processing and preparation of research reports. In conducting this research, the implementation of the pretest begins with providing the academic procrastination scale developed by Qomariyah (2016) to predetermined research respondents. Intervention will continue in the form of: 1). Provide understanding to teachers who teach about giving rewards to students and the benefits of their implementation. 2) Implementation of the intervention during three meetings, the respondents applied behavior therapy with a positive reinforcement approach. Giving positive reinforcement is assisted by the teacher who teaches there. The next step is

to carry out the posttest by giving back the academic procrastination scale. And the final stage is data processing and preparation of research reports as research articles.

RESULTS AND DISCUSSION
Results

Level of Respondent's Academic Procrastination. Of the 15 research respondents, the researcher analyzed the categorization of respondents' academic procrastination. Based on the results of the categorization analysis, it can be seen that the level of academic procrastination of the respondents is as follows:

Score	Level	N	%
X > 142	High	2	13%
123 – 142	Average	10	67%
X ≤ 122	Low	3	20%
Total		15	100%
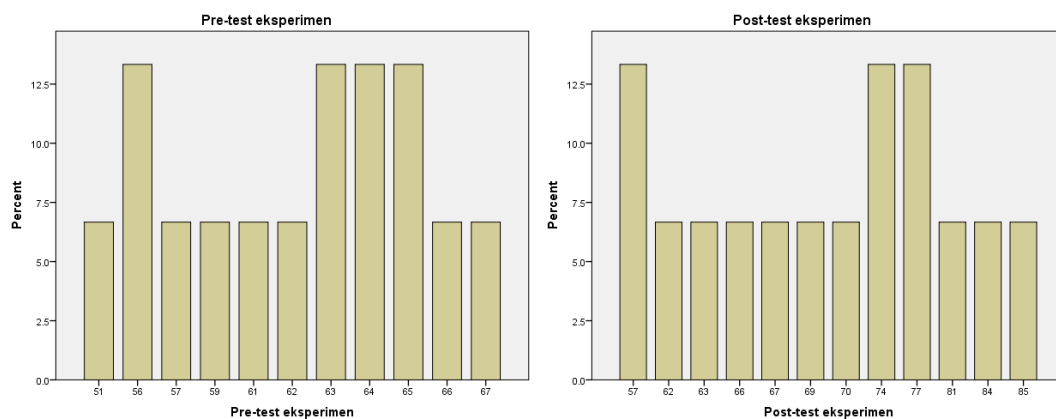
From the results of the categorization test it was found that 15 respondents were at a high level of academic procrastination by 2 people (13%), a moderate level of academic procrastination was 10 people (67%), and they were at a low level of academic procrastination by 3 people (20%).

Data Normality Test. Before carrying out hypothesis testing in this study. Is there a difference before and after giving behavior therapy interventions with a positive reinforcement approach to SMPLB Negeri Pembina Palembang students? The researcher conducted a data analysis normality test using the Shapiro-Wilk technique with the help of the SPSS (Statistical Program for Social Science) program. Normality test data can be seen in the table below:

Normality Test (Shapiro-Wilk)			
		W	**P**
Pretest	- Posttest	0.174	0.683

Notes. Significant results indicate a deviation from normality

Based on the results of the analysis of normality test data, values are obtained ρ = 0.683. Then, the data in this study were declared normal because of the value $\rho > 0{,}05$ (Reza, 2017).

Hypothesis testing. Based on the results of testing the hypothesis using the Paired Samples T-Test with the help of SPSS (Statistical Program for Social Science), as follows:

Uji Paired Samples T-Test				
		t	df	p
Pretest	- Posttest	3.790	14	0.002

Notes. Student T-test

Based on the test results using the Paired Samples T-Test, a value is obtained ρ = 0.002. Then it can be interpreted that the value $\rho < 0.05$ (Reza, 2017), which means there is a significant change in pretest academic procrastination with posttest academic procrastination after being given behavior therapy interventions with a positive reinforcement approach.

Discussion

Based on the results of data analysis in this study, it was found that behavior therapy with a positive reinforcement approach can overcome academic procrastination of deaf students at SMPLB Negeri Pembina Palembang. There is a significant difference before giving behavior therapy with a positive reinforcement approach and after giving behavior therapy to students.

On Friday 21 October 2022 the researchers conducted observations and interviews with homeroom teachers for grades 7B and 8B. The results of observations and interviews before carrying out treatment behavior therapy with a positive reinforcement approach indicate that there is a problematic behavior of academic procrastination in SMPLB Negeri Pembina Palembang students, namely feeling bored with assignments given by the teacher, being slow in doing assignments because it is difficult to understand sentences in textbooks , less responsible for academic tasks, students prefer to do other activities such as playing cellphones, daydreaming, and chatting with their friends. Giving rewards which are part of the positive reinforcement technique is able to motivate students in completing assignments. Giving gifts or rewards by safety pins greatly influences changes in student behavior that starts with procrastination and becomes no longer procrastinating. This happens because students have high enthusiasm to change their behavior.

Researchers found the reasons why behavior therapy with a positive reinforcement approach can overcome student academic procrastination, namely behavior therapy with a positive reinforcement approach can motivate students to complete assignments. Research conducted by Steel (2007) explained that there are 2 types of tasks that are considered to

affect academic procrastination. First, students tend to like fun tasks, even if the task does not provide long-term benefits. Second, tasks that are intrinsically unpleasant are more likely to be avoided. Research conducted by Nelasari et al (2022) found that behavior therapy with a positive reinforcement approach was able to change the behavior of procrastinating tasks to do other fun activities to doing previous tasks and then doing other fun activities. Another study conducted by Sholikhah et al (2017) found that targets and grades can make students more focused and motivated to get high scores.

CONCLUSION

This study produced data showing the effectiveness of behavior therapy with a positive reinforcement approach on academic procrastination of deaf students at SMPLB Negeri Pembina Palembang. There are 4 aspects of academic procrastination that have been measured, namely; 1) there are delays in starting or completing work on the task at hand, 2) Delays in doing tasks, 3) Time gaps between plans and actual performance, and 4) Doing other activities that are more fun than doing the tasks that must be done. After taking measurements, researchers found two factors that cause academic procrastination, namely internal factors and external factors. Internal factors are feeling bored with the assignments given by the teacher, being slow in doing assignments because it is difficult to understand sentences in textbooks, lack of responsibility for academic assignments. While the external factor is that students prefer to do other activities such as playing cellphones, daydreaming, and chatting with their friends. Based on the results of data analysis, giving behavior therapy with a positive reinforcement approach was able to overcome academic procrastination in deaf students at SMPLB Negeri Pembina Palembang.

Based on the research results, the researcher has several suggestions, namely; 1) Teachers and parents of deaf teenagers can do behavior therapy with a positive reinforcement approach to deaf teenagers to overcome the problem of academic procrastination, 2) For further research, the researcher recommends adding behavior therapy with a positive reinforcement approach for other variables to support research on behavior therapy with a positive reinforcement approach, and 3) Counselors and therapists can try behavior therapy with a positive reinforcement approach for clients who experience academic procrastination problems.

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